

PAULINE-GLENN SPRINGS ELEMENTARY

P.O. Box 95

Pauline, South Carolina 29374

GRADES K-5 Elementary School

ENROLLMENT 396 Students

PRINCIPAL Jennifer Atkinson 864-583-1868

SUPERINTENDENT Dr. Darryl Owings 864-576-4212

BOARD CHAIR Mr. Lynn Harris 864-576-4212

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
27	29	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

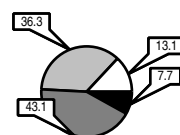
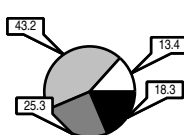
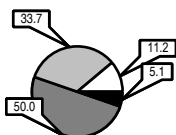
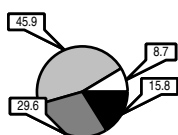
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	200	100.0	11.2	33.7	50.0	5.1	65.3	Yes	Yes
Gender									
Male	99	100.0	16.3	36.7	42.9	4.1	56.1		
Female	101	100.0	6.1	30.6	57.1	6.1	74.5		
Racial/Ethnic Group									
White	183	100.0	8.9	34.6	50.8	5.6	65.9	Yes	Yes
African-American	10	100.0	40.0	30.0	30.0	0.0	50.0	I/S	I/S
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	148	100.0	2.7	32.9	58.2	6.2	78.1		
Disabled	52	100.0	36.0	36.0	26.0	2.0	28.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	200	100.0	11.2	33.7	50.0	5.1	65.3		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	197	100.0	10.4	33.7	50.8	5.2	65.8		
Socio-Economic Status									
Subsidized meals	65	100.0	21.0	48.4	30.6	0.0	41.9	Yes	Yes
Full-pay meals	135	100.0	6.7	26.9	59.0	7.5	76.1		

Mathematics - State Performance Objective = 15.5%									
All Students	200	100.0	8.7	45.9	29.6	15.8	63.3	Yes	Yes
Gender									
Male	99	100.0	9.2	48.0	26.5	16.3	59.2		
Female	101	100.0	8.2	43.9	32.7	15.3	67.3		
Racial/Ethnic Group									
White	183	100.0	7.3	45.8	30.7	16.2	65.4	Yes	Yes
African-American	10	100.0	40.0	40.0	10.0	10.0	30.0	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	148	100.0	2.1	45.9	34.2	17.8	72.6		
Disabled	52	100.0	28.0	46.0	16.0	10.0	36.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	200	100.0	8.7	45.9	29.6	15.8	63.3		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	197	100.0	8.8	45.1	30.1	16.1	64.2		
Socio-Economic Status									
Subsidized meals	65	100.0	19.4	46.8	25.8	8.1	41.9	Yes	Yes
Full-pay meals	135	100.0	3.7	45.5	31.3	19.4	73.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	77	100.0	13.7	27.4	53.4	5.5	58.9
	Grade 4	65	100.0	11.7	30.0	51.7	6.7	58.3
	Grade 5	74	100.0	11.4	44.3	38.6	5.7	44.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	63	100.0	9.7	33.9	51.6	4.8	56.5
	Grade 4	76	100.0	13.2	32.9	48.7	5.3	53.9
	Grade 5	61	100.0	10.0	40.0	45.0	5.0	50.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	77	100.0	6.8	41.1	23.3	28.8	52.1
	Grade 4	65	100.0	16.7	46.7	28.3	8.3	36.7
	Grade 5	74	100.0	7.1	35.7	38.6	18.6	57.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	63	100.0	11.3	46.8	32.3	9.7	41.9
	Grade 4	76	100.0	6.6	52.6	23.7	17.1	40.8
	Grade 5	61	100.0	8.3	40.0	31.7	20.0	51.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 396)				
First graders who attended full-day kindergarten	98.4%	N/C	99.7%	100.0%
Retention rate	1.7%	Up from 1.2%	2.1%	2.7%
Attendance rate	99.5%	Up from 93.3%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.0%		3.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	8.0%		3.2%	3.5%
Eligible for gifted and talented	24.5%	Down from 24.9%	23.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.6%	Up from 8.0%	7.4%	8.2%
Older than usual for grade	0.3%	Down from 0.5%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	72.4%	No change	54.9%	51.4%
Continuing contract teachers	100.0%	No change	88.9%	87.5%
Highly qualified teachers**	92.3%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	97.4%	Up from 95.9%	88.6%	86.7%
Teacher attendance rate	96.1%	Up from 96.0%	95.2%	94.9%
Average teacher salary	\$47,091	Up 0.4%	\$42,302	\$40,760
Prof. development days/teacher	10.0 days	Up from 8.7 days	10.4 days	12.4 days

School				
Principal's years at school	19.0	Up from 18.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.8 to 1	20.1 to 1	18.9 to 1
Prime instructional time	95.0%	Up from 88.8%	90.8%	90.0%
Dollars spent per pupil*	\$5,907	Up 1.1%	\$5,683	\$6,044
Percent of expenditures for teacher salaries*	72.0%	Up from 71.7%	67.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.7%	Down from 98.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.2%	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our motto at Pauline-Glenn Springs Elementary, "Where Dreams Begin," sets the tone of high expectations for student achievement. It is also reflective of a warm and caring environment where all children have the opportunity to achieve success.

The PGS Student Council provides our students with a voice in the decision-making processes of the school. The council participated in service projects supporting the Spartanburg Children's Shelter and Greater Spartanburg Ministries. These experiences provide opportunities for our students to learn early the importance of giving something back to their community.

Garrison Hall, a fourth grade teacher, was again invited to attend the NASA Space Center in California for an intensive week of training in space science. All paraprofessionals at PGS have passed the national requirements for certification.

One of our fifth grade students competed with all fifth grade students in Spartanburg District Six in the Lt. Governor's Writing Award Contest and was selected as the district's winner. This is the third consecutive year and the fourth time in the past five years that a PGS student's writing has been selected as the winner for Spartanburg District Six.

Over the past few years, Pauline-Glenn Springs Elementary has received a number of honors and awards. PGS has been recognized as a winner of the Palmetto Gold Award for student achievement for the past three consecutive years. The school was also honored by the state as being one of a select few that are "Closing the Achievement Gap." PGS received the South Carolina "Red Carpet Award" last year as a school that exemplifies outstanding customer service and a family friendly environment. In recent years, the Writing Improvement Network has recognized PGS as an "Exemplary Writing School." The school's writing program has been a powerful motivator in developing and maintaining student interest in both writing and reading. The results are reflected in high levels of student performance as measured by the state's testing program.

We appreciate the support and many contributions of our parents, grandparents, PTO and School Improvement Council. Their efforts have been instrumental in providing enriched opportunities for children.

Our commitment to education has deep roots in our community. The faculty and staff, along with parents and members of the Pauline-Glenn Springs community, are committed to providing the best educational opportunities for students. When people work together toward common goals, all of our "Dreams" come true.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	53	43
Percent satisfied with learning environment	100.0%	88.5%	100.0%
Percent satisfied with social and physical environment	96.9%	90.6%	93.0%
Percent satisfied with home-school relations	100.0%	94.3%	83.7%

*Only students at the highest elementary school grade level at this school and their parents were included.